

Literacy Development Activity Demonstration Checklist

	Guiding Questions	Positive Comments	Suggestions for Improvement
Select a High Quality Text	<ul style="list-style-type: none"> o Is the text of high quality? Why or why not? o How appropriate is the text for beginning learners? 		
Activate Prior Knowledge	<ul style="list-style-type: none"> o How well does the teacher help students to make <u>significant connections</u> between the text and their prior knowledge? 		
Provide Significant Amounts of Comprehensible Input	<ul style="list-style-type: none"> o How well can students see and hear both the teacher and the text? o How well does the teacher use facial expressions, gestures, voice, and props to provide significant amounts of <u>comprehensible</u> input? o Does the teacher provide an accurate, error-free model for students? 		
Support Students' Comprehension	<ul style="list-style-type: none"> o How well does the teacher <u>show</u> students what to do instead of telling them? o Does the teacher provide multiple examples that allow students to see patterns in the language, content, culture, and processes used? o How helpful are the support materials the teacher provides (i.e., do they prepare students to identify and understand main ideas and important details related to the text)? o How well does the teacher support students in reading/listening/viewing for meaning (through scaffolding, structuring, sequencing, and spiraling)? 		
Engage Students	<ul style="list-style-type: none"> o How well does the teacher help students to engage with the text? o Do students do most of the talking, thinking, and working? 		
Monitor Students' Participation, Comprehension, & Behavior and Adjust Accordingly	<ul style="list-style-type: none"> o How efficiently and effectively does the teacher distribute materials, group students, and get their attention after a transition? o How well does the teacher circulate while students are working? o How well does the teacher purposefully monitor students' participation and comprehension (as opposed to just wandering around the room)? o How well does the teacher adjust the activity when necessary? o How well does the teacher intervene to provide feedback (both to individuals and to the class)? o How well does the teacher notice and address disruptions? 		
Be Professional	<ul style="list-style-type: none"> o In what ways does the teacher's appearance and demeanor affect the classroom climate? 		
Time Limits	<ul style="list-style-type: none"> o How well does the teacher adhere to time limits? 		